Talking About Taekwon-Do

'An ethnographic study exploring children's experiences of participating in International Taekwon-Do Federation (ITF) Taekwon-Do, in a North of England Taekwon-Do school'

Presenter: **Laura Ashton-Goldthorpe (Supervisory Team: Dr Kiara Lewis, Dr Jane Tobbell)**

Background

Conclusive evidence regarding the effects of martial arts within research literature remains scarce. In addition, little is known about how children experience participation, and involvement in martial arts (Theeboom, De Knop & Vertonghen, 2009).

This study aims to address the evident gap in literature and research, that explores children's participation and involvement in Taekwon-Do. This area has been identified through pre-empirical reading, thus the intention the an original contribution to the knowledge base.

Aims/Objectives

- **Explore the practices that underpin child participation in International Taekwon-Do Federation Taekwon-Do**
- **Explore how the children engage with cultural aspects of International Taekwon-Do Federation Taekwon-Do**
- **To contribute to the body of literature around children's participation in education, sport, health and wellbeing**

Methodology

- **This is an ethnographic study based on 'naturalistic inquiry' which will allow me to enhance and deepen my understanding of how children are involved in Taekwon-Do classes (Emerson, Fretz & Shaw, 1995).**
- **The study will take place over 15-18 months in respect of the belt ranking progression.**
- **The methodological approach complements my already established role within my Taekwon-Do School as an associate 2nd Degree Black Belt instructor in the children's classes, thus reinforcing the validity of my study (Silverman, 2016).**

Data Collection/Analysis

- **I have chosen use 'participant observation' as the primary method of data collection**
- **The observations I record will be in a written 'field note' format, including:**

1)Diagrammatic representations of classes
2)Behaviours
3)Interactions between the children (different belt rankings)
4)Conversations with parents/instructors (Hammersley & Atkinson, 2007)
5) Interactions between instructors and children

- **Thematic analysis/interpretation of data will be an ongoing feature of the study as data is collected (Braun&Clarke,2006).**
- **Reflexivity (reflexive journal)**

태권도

Theory

Central to my study are the perspectives of: Lev Vygotsky (1978,b), socio-cultural theory
Lave and Wenger (1991) Community of Practice, Urie Brofenbrenner (1993) Ecological Systems Theory

Emergent Areas from Initial Data Collection

Triumphs
'Miss I'm now a ….. Belt'

Children's Voices
'You know that guy that made Taekwon-Do….'

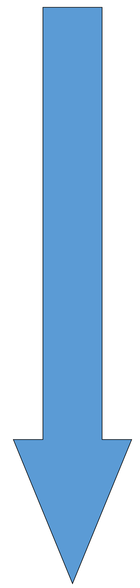
Pedagogy
'Look at your watch, hand on top, block it down'

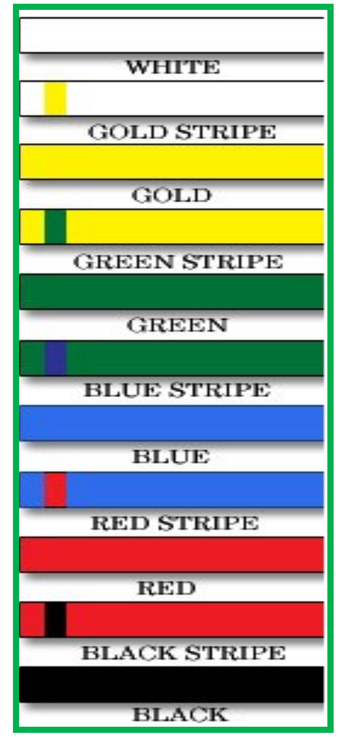
Modelling
'Instructors and children-look its like this'

Taekwon-Do Belt Rankings from White to Black
The achievement of each belt represents the children's increasing skill, proficiency and knowledge of Taekwon-Do

Shifting Identity

- **The blue arrow represents the shifting identity of the children as they move through the belt rankings at Taekwon-Do.**
- **The concept of 'shifting identity' is central to my study. I will explore how the children are involved and develop at Taekwon-Do over 15-18 month period.**
- **The Taekwon-Do belt rankings provide me with a time frame for data collection, belts are tested as follows:**
- **White–to Blue belt– Gradings scheduled every 3 months**
- **Blue to Black belt– Gradings scheduled every 6 months**





Taekwon-Do Meaning: 'Tae– Foot Kwon– Fist Do– Way or to follow

University of HUDDERSFIELD
Inspiring tomorrow's professionals